

INTERNET BASICS & CYBER SAFETY

****Instructions for the trainer are in bold and caps**

PRIOR TO CLASS: Instructor opens the following (each is hyperlinked and will open if you click on them):

- [INTERNET BASICS PRESENTATION](#)
- [CYBER-SAFETY PRESENTATION](#)
- [SCAVENGER HUNT DOCUMENT](#)
- [WEBSITE EVALUATION RUBRIC DOCUMENT](#)
- [CERTIFICATE OF COMPLETION DOCUMENT](#)
- [GOOGLE.COM](#)
- [YAHOO.COM](#)
- [BING.COM](#)
- [GOOD50.COM](#)
- [TIMER](#)
- [EVALUATE WEB 1](#)
- [EVALUATE WEB 2](#)
- [MICROSOFT'S PASSWORD STRENGTH METER](#)

Internet & Cyber-Safety is a two hour course designed to familiarize students with web browser basics, search engines, and search strategies. Ethical and safety concerns will also be considered.

INTRODUCE yourself and ask the students introduce themselves to one another.

ASK about their expectations... ie: "What do you hope to learn today?"

INSTRUCTION: Display [INTERNET BASICS POWERPOINT](#) on overhead. Students can take notes in student handbook (dotted lines are provided in the handbook for this purpose) when necessary. **ENCOURAGE** students to stop you if they have any questions.

STATE & DISPLAY Objectives:

- Define Internet and World Wide Web.
- Describe the difference between Internet and World Wide Web
- Define basic Internet terminology.
- Describe web browsers and their uses.
- Identify screen components of Internet Explorer.
- Students will identify the basic parts of the world wide web
- Discuss security issues on the internet.
- Discuss ethical issues with respect to internet use.
- Identify the components of a URL.
- Students will learn to understand what the different parts of search results suggest about the content of the pages they offer.
- Apply the principles of evaluation to Web sites

- Students will use and compare search strategies using Boolean and operator search modifiers.
- Students will understand the importance of strong passwords.
- Define “networks”- 2 or more computers connected by cables, telephone lines, radio waves, satellites, or infrared light beams.
- Define “internet” – a global network of networks with billions of connected computers.
- Define “World Wide Web” – the system we use to access the internet.
- Define “Web Browser” – the type of program we use to access the World Wide Web.

REVIEW SCREEN COMPONENTS of Internet Explorer from the top down.

Title Bar:

Minimize:.....

Restore:

Close:

Address Bar:.....

Back & Forward Buttons:

Tabs:

Status Bar:

- **DEFINE “Hyperlink”** – a command embedded in text or an object which, when clicked, will open another file, take you to another place in the same file or to a new location on the internet.
- **DEFINE “URL”** (Uniform Resource Locator) or Web Address – the global address for documents and other resources on the internet.
- **DEFINE “Search Engine”** – a program that searches documents / web pages for a particular word or set of words and returns a list of pages containing those words and/or set of words. The three most widely used search engines are google.com.

CLOSE COMPUTER BASICS POWERPOINT AND OPEN

Google.com

Bing.com

Yahoo.com

Good50.com

- **EXPLAIN** that each of these is a search engine. Show each on the overhead and point out the differences.
- **PERFORM** the same search on each and compare results.

- **SEARCH** for Colonial Life (explain that you are interested in life in early American Colonies and want to research that time period.)
- **POINT OUT** the different number of results per search engine.
- **POINT OUT** the commercial pages of Colonial Life Insurance Company.
- **EXPLAIN** how to change the search terms to find what you are looking for.
- **SEARCH** Tips handout in the manual.

ASK students to open the internet.

ASSIGN each student a search engine:

- **ASK** all students to search the same topic.
- **ASK** each student to click on a different result.
- **DISCUSS** the results.
- **ASK:** Which of the results are most likely to contain the information we want to read?
- **ASK:** Which are the most credible results? Why?

OPEN and **DISPLAY** [SCAVENGER HUNT](#) on the overhead. (Page 22 of the student manual)

- **SEARCH** for the first answer as a group and discuss the credibility of each result until you get to the Texas State Library result 😊
- **ASK** students to use the search engine of their choice to find the answers to the questions posted on the overhead.
- Students may work in groups of 2 if they prefer.
- **ALLOW** 10 or 15 minutes for the search (or the activity could take too long!) and **ASSIST** students as needed. **DISPLAY** [timer](#) on overhead as a time reminder.
- **CHECK ANSWERS** when time is up.

INFORMATION LITERACYHOW TO EVALUATE A WEB PAGE

DISPLAY the [RUBRIC](#) on the overhead and refer to students to the evaluation rubric on page 24 of the student manual. **EXPLAIN** what a rubric is if necessary and **REVIEW** each criterion.

- **Purpose:** Why was the page created? To:
 - Inform
 - Entertain
 - Advertise or Sell a product or service
 - Influence views, beliefs, elections

TEAL / BTOP Grant

- Provide up-to-the-moment news
- Personal enjoyment

Librarian Resources

Sponsor/Owner: On what type of Internet provider or organization does the page reside?

- Government agency
 - Educational
 - Business/Company
 - Association: Professional, Trade, Entertainment
 - News bureau: television, newspaper, radio
 - Personal (Individual)
- **Organization and Content:** Is the page organized and focused? Is it well designed? Is the text well written? Are the links relevant and appropriate? Are the links evaluated?
- **Bias--political or issue stance** (of the author or sponsor): Some web pages have an inherent bias that will impact everything that appears on them. Is the author or sponsor:
 - left/liberal?
 - right/conservative?
 - center?
 - a political action (PAC) group or association?
 - a business
- **Date of Production/Revision:** When was the web page produced? When was it last revised? How up-to-date are the links? Are the links still viable?
- **Usefulness:** Is the Web page relevant to your search?
- **Authority/Author** Who is responsible for the page? Is the author an expert in this field? What else has he/she written or produced? Does the author provide an e-mail address? How accurate is the provided information? Is a bias evident?
- **Audience:** To what type of reader is the Web page directed? Is the level appropriate for your needs? Is the page for:
 - general readers,
 - students (elementary, high school, college, graduate),
 - specialists or professionals,
 - researchers or scholars?

Coverage: Does the page cover the topic comprehensively, partially or is it an overview?

- **Illustrations:** Are the graphics clear in intent, relevant and professional looking? Do the graphics add to or enhance the content?
- **Security** Are security and/or encryption systems employed when necessary?

SITES TO EVALUATE (Rubric is on page 24 of the student manual)

OPEN and **EVALUATE** the following website on overhead as a group. Ask students to rank each criterion with 5 being the best ranking. You may want to bookmark these links for easy future access:

<http://www.loc.gov/exhibits/lewisandclark/lewisandclark.html>

ASK students to type in the following URL, <http://www.unmuseum.org/unmain.htm>, and evaluate this site based on the same criteria. Briefly **DISCUSS** their rankings. Ex: pictures are appropriate to the site even though they are not real.

CYBER-SAFETY POWERPOINT PRESENTATION

Protect Your Computer:

EXPLAIN: You need to protect your PC from external threats by installing antivirus software and updating and running it on a regular basis.

- Antivirus
- Anti-spyware
- Firewall

Also- you should only download from trusted sites. **EXPLAIN:**

- Only download from TRUSTED sites. Use the criteria we used to evaluate web sites in the information literacy section of this training session.
- Never open a file directly from its source. Save the file to your computer. Right mouse click on the file and choose to SCAN the file for viruses before opening it.

PAUSE THE PRESENTATION and have students open Internet Explore and type in the URL for Google.

INTRODUCE: I will search for my name on Google. **REVIEW** results and note that there isn't anything on the [INSERT your name here] that is me. Why, because I make a conscious effort to limit my internet footprint. (more on that during the Cyber-Security portion of the class.)

ASK students to:

- Google themselves to see what kind of information is available.
- Google a famous person to see what kind of information about him/her is available.

While students are searching for themselves and a famous person, **RESTART** the Cyber-Safety presentation. Regain their attention and continue with presentation. **EXPLAIN:**

- Personal Information: share as little as possible online.
- Strong Passwords: 8 or more characters, multiple passwords and change them once in a while.

TIPS ON CREATING A STRONG PASSWORD

- 7-12 characters in length
- Lower case, upper case, numbers & special characters
- Avoid words which can be found in a dictionary.
- Avoid names and birthdays of loved ones or other easy to guess personal information.
- If you must write it down, keep it in a safe and secure place.
- DO NOT tell anyone your password!
- Use more than one password.
- Create a phrase and use parts of it along with numbers and/or special characters.

EX: Passwords **A**re **H**ard **F**or **M**e **T**o **R**emember **78** could be: **pahfmtr78**
Once **U**pon **A** Time could be: **ouat_5356**

INSTRUCTOR OPENS Internet Explorer and goes to [Microsoft's Password Strength Meter](#). ASK students to come up with their own passwords and to test them in the strength meter.

Instructor Notes:.....

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Certificate of Completion & [EOC Survey http://training.connectednation.org/landing](http://training.connectednation.org/landing)

Get the whole class working on the Every Community Online Survey and call them up one at a time to print their Certificate of Completion.

Depending on the students ability levels you can either:

Fairly Independent Students: Have students open the certificate of completion, select the line where their name goes and type in their own name, save it to a thumb drive and bring it to you to print. OR

Beginner Level Students: Have each student come up to you and type their own name in place of the preselected text and tell them how to print the certificate.